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AN EVALUATION REPORT

FOR THE AIDS EDUCATION MATERIALS

Research and Evaluation Department
of the MALAWI INSTITUTE OF EDUCATION

Prepared by
D.M.C. Nyirenda and D.R. Jere

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OF THE AIDS EDUCATION MATERIALS**

16TH APRIL TO 17TH JULY, 1991

EVALUATORS:

D.M.C. NYIRENDA AND D.R. JERE

MALAWI INSTITUTE OF EDUCATION

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We are also indebted to all those who participated in the orientation of the teachers and in the data collection exercise. See appendices II and III.

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D.M.C. Nyirenda

D.R. Jere

EXECUTIVE SUMMARY

The purpose of this evaluation exercise was to determine the suitability and the learnability of the AIDS Educational Materials which the Ministry of Health through the AIDS Secretariat have produced. The evaluation exercise sought to answer the following questions.

1. Whether the level of language at each grade level was appropriate.
2. Whether the content was appropriate and adequate at each grade level of the materials.
3. Whether the presentation of the materials was appropriate to both teachers and pupils.
4. Whether there was any correspondence between the teachers' guide and the pupils' books.
5. To establish whether or not time allocation to each unit was adequate.
6. To determine whether illustrations were clear, placed at an appropriate place and suitable.

The findings of the study show that:

1. The level of the language was generally at an appropriate level except technical terms which need defining. However, in Standard Five, the language was found to be too difficult for the pupils to comprehend. It should be noted that Standard Five is a transitional class. The first four classes use Chichewa as a medium of instruction. English becomes a medium of instruction in Standard Five. Hence the language needs to be simple for the pupils to understand. Consequently it appears reasonable that each class from Standard Five should have its books as it is the case in the lower primary school.
2. The content was generally found easy at each grade level. There were however, some cautions that needs to be looked at. In the very lower primary, Standards 1 and 2, the teacher is advised not to mention that one of the major ways through which AIDS is transmitted is sexual intercourse. Lesson observations here showed that in some schools teachers do mention that AIDS is transmitted by sexual means. We would like to suggest that perhaps the sexual transmission should also be omitted in the teachers' guide.

3. The content was generally presented well. However, in some cases, particularly at the post-secondary school level, teachers felt the need for illustrations in some places. All the post-secondary school books have no illustrations. It was felt that illustrations do enhance the learning process.
4. It has been found that the pupils' book and the teachers manual are independent of each other. The teachers manual does not make any reference to the pupils' book. The main purpose of a teachers' manual is to assist the teacher to teach well hence the teaching becomes easier when reference is made to the pupils' book. The teacher should know that his teaching can be effective if he makes use of the pupils as mentioned in the guide. Hence we recommend that two books should not be independent of each other.
5. It was observed that in some cases time allocation was not included. Where time was indicated, in the majority of cases it was correct.
6. The nature of illustrations was varied a great deal. There are some cases where there are no illustrations in the whole course, tertiary. There are cases where illustrations have no captions.

Since illustrations are an important visual aids to learning, it was felt that proper care should be taken in making illustrations to be as clearly as possible with proper captions and should correspond to the text.

7. The pre- and post-test results showed that pupils had some good knowledge of AIDS. In some cases the pre- and post-test results do not show any significant difference. What was however, observed was that both the teachers and pupils showed interest in the subject.

CHAPTER 1

BACKGROUND

INTRODUCTION

The AIDS epidemic continues to increase throughout the world. The World Health Organisation (WHO)[1] estimates that between 8 to 10 million people world-wide have been infected with AIDS since it was first diagnosed in the USA in 1981. The Organisation also estimates that more than 250,000 people have already died from it in different countries of the world. AIDS has therefore become a life threatening disease and a public health issue in most countries of the world especially as no medicine to cure the disease has been discovered yet. Countries world-wide have embarked on AIDS education programmes as a means to combat the spread of the disease.

In Malawi the disease was first diagnosed in 1985. Since then a lot of lives have been lost. The disease has therefore become an enemy of the economic, political and social development of the nation. The majority of the victims are young Malawians whose contribution to the development of the country is not only a need but also a necessity. Since there is no known cure for the disease, in Malawi the only means to combat the spread of AIDS is through massive education programmes on AIDS. These education programmes include the introduction in the curriculum of different levels of education with AIDS education components.

The development of AIDS materials for all levels of education constitutes the curriculum development process. This process includes the evaluation. The materials which have been written indeed need to be tried out. Since the expert appraisal of the materials has been done through a number of workshops organised by AIDS secretariat, what remains is to let actual prospective users of the materials, teachers and student to use it. This will provide useful information for the revision of the materials. Teachers will provide a different expert. They will comment on pedagogical and content presentation of the materials. While pupils and students will provide information on the learnability of the materials. This suits well with some research studies by Fraser et al (1974), Rosen (1968)[2] and others which have shown that although student evaluation provides more useful information on the materials than experts' evaluation, the later is of vital importance particularly when it relates to content. Students cannot provide useful and reliable feedback on the suitability of the content. Hence the necessity for trying AIDS materials which will be integrated into our school curriculum cannot be over emphasised.

OBJECTIVES OF TRIALLING AIDS MATERIALS

The objectives of the study is to determine the suitability of the materials at each level of education and their learnability. However, in specific terms the objectives of the study are as follows:

- . Determine the level of the language and its use.
- . Determine the appropriateness of the content.
- . Determine the appropriateness of the presentation.
- . Compare the correspondence between the Teacher's Guide and Pupils' Book.
- . Establish whether or not time of coverage for each unit is adequate.
- . Suitability of illustration.

SIGNIFICANCE OF THE STUDY

The significance of the study stems from the objective. It was felt important that when the materials finally go to all schools they should have the minimum pedagogical and content problems. This evaluation in other words acted as a quality control device. The materials should be of a quality of a high degree before they are mass produced for their introduction to schools.

THE NATURE OF THE MATERIALS

The materials were developed for all levels of education. Basically the content is the same, the difference being that the level of presentation is different at each grade level. The content is divided up into units and number of periods have been suggested to cover each section. There are two books, a pupils' book and a teacher's guide. The unit for each guide level are illustrated in table one.

STANDARD	NO. OF UNITS	NO. OF PAGES	SUGGESTED NO. OF PERIODS
One	5	11	2
Two	4	8	2
Three	6	13	2
Four	4	11	2
-----> 8			
Five	2	7	4
Six	2	7	5
Seven	2	5	3
Eight	3	4	8
-----> 20			
Form One	5 units altogether	}	
Form Two		} 34 PB	
Form Three		}	
Form Four		} 41 PB	

Table 1: Period Allocation for each class.

CHAPTER 2

METHODOLOGY

SAMPLING

AIDS materials were developed for all levels of education. Consequently the sample schools represented all levels of education; primary, secondary and tertiary education. The sample also showed a regional representation where possible single sex and mix sex schools were represented in order to determine the learnability and the suitability of the materials according to sex. The fact that the sample was small was a deliberate move. This was dictated by time constraints. The figure below shows the sample size.

	NORTH	CENTRE	SOUTH	TOTAL
Primary	2	3	3	8
Secondary	2	3	3	8
Tertiary	1	1	1	3
TOTAL	5	7	7	19

Table 2 showing a stratified number of schools

The actual schools are presented in Appendix 1.

ENROLMENT

Enrolment in both primary schools and secondary schools varies a great deal. Some secondary schools have three streams and the majority have two. The enrolment figures presented here were rough estimates. It was therefore necessary to increase the number of booklets to about 15% of the enrolment. In the primary school enrolment was worked out as follows:

Primary Schools	1:69
Secondary Schools	1:45
Teacher Training Colleges	1:45
Technical Colleges	1:45

The table below shows some guidelines as to what the enrolment is like in the trial schools. These figures were shown according to the regions in order to facilitate the distribution of books.

	Primary Schools	Secondary Schools	Post-Primary Institu- tions
Northern Region	2,208	420	90
Central Region	3,312	940	90
Southern Region	3,312	940	180

Table 3: Rough estimates of enrolment of pupils/students

DATA COLLECTION

The collection of data was done through a semi-structured validated questionnaires which were used as an interview guide. This was administered to the teachers. There was also an observation schedule. This enabled to collect data during the classroom interaction. The interaction between the teacher, pupil and the materials partly determined the learnability of the materials. There were also the pre- and post-tests. The purpose of this was to determine pupils' knowledge of AIDS before and after exposure to the materials.

CHAPTER 3

FINDINGS

The findings are presented into main headings. These are:

1. The pre- and post-test results.
2. The analysis of each book following the interview guide. The findings in this section have been discussion class by class and unit by unit in each booklet.

1. Pre- and Post-test Results

The objective of the pre- and post-test exercise was to establish how much pupils already knew about AIDS and to measure the impact of the AIDS Education Materials at the end of the three weeks that pupils were exposed to the materials.

Results from four schools have been computed. These were five schools which took the pre- and post-tests but one school did not send the post-test results.

Two classes in three primary schools took the pre- and post-tests which one hundred and seventy (170) pupils took the pre- and post-tests in Standard 5 and one hundred and eight two (182) pupils in Standard 7 took the test.

At post-primary education and 43 pupils took the test in forms one and three respectively. Standards 5 and 7 took the same paper and Forms 1 and 3 also took the same paper.

The scores on these two papers did not provide sufficient information that suggested whether pupils learned from the materials. However, the mean and the standard deviation in all cases suggested a slight improvement on the performance.

The three primary schools that took the test, their mean and standard deviation are as follows:

<u>Pre-test</u>				<u>Post-test</u>			
<u>Bumba Primary School</u>							
Standard 5	Mean	=	9.4	Mean	=	11.4	
	Standard deviation	=	2.1	Standard deviation	=	1.6	
Standard 7	Mean	=	9.4	Mean	=	11.4	
	Standard deviation	=	2.1	Standard deviation	=	1.6	

Kawale Primary School

Standard 5	Mean	=	10.7	Mean	=	10.8
	Standard deviation	=	2.7	Standard deviation	=	1.78
Standard 7	Mean	=	10.3	Mean	=	11.9
	Standard deviation	=	2.6	Standard deviation	=	1.9

Litchenza Primary School

Standard 5	Mean	=	10.2	Mean	=	9.7
	Standard deviation	=	1.7	Standard deviation	=	2.00
Standard 7	Mean	=	11.7	Mean	=	10.4
	Standard deviation	=	1.5	Standard deviation	=	1.9

Although a t-test has not been computed to determine whether there is some significant differences between the two means, it looks clear that there was not any significant difference in the two means. This would suggest that very little learning had taken place during the three week. It is also possible that the test administration in the schools was not done well. It might also have depended on how teachers and students valued the tests. It is also possible that the tests were taken in a very relax mode without much concentration. It did not matter whether one failed or not.

Item Analysis which was aimed at determining number of wrong responses in the three primary schools and at a secondary school showed that there was little difference in the performance of pupils at the pre- and post-test. The question in which pupils did not display any improvement at all in primary schools was question number 14. The table that follows displays the results of the Item Analysis.

Ques.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
S5 Pre	1	4	9	19	6	31	44	27	28	11	27	64	22	50	7
Post	1	5	8	18	5	29	47	28	28	10	29	63	22	84	6
S7 Pre	2	8	9	6	1	6	16	22	18	12	7	30	35	56	17
Post	1	0	21	48	4	54	65	32	12	20	55	60	24	27	13

Table 4: Item Analysis for Kawale Primary School

Ques.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
S5 Pre	2	12	13	13	6	28	27	13	21	5	15	28	22	35	18
Post	2	4	2	1	2	1	1	0	0	0	0	0	0	1	0
S7 Pre	1	8	9	9	7	16	12	23	18	9	8	28	21	37	4
Post	1	2	2	11	3	11	15	5	5	2	0	2	7	47	4

Table 5: Item Analysis for Litchenza Primary School

Ques.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
S5 Pre	0	8	5	7	3	11	38	24	17	23	26	21	51	29	3
Post	1	4	2	4	4	3	7	4	7	4	6	27	65	17	20
S7 Pre	4	39	32	13	11	36	21	37	39	29	19	52	44	50	19
Post	1	5	15	6	3	2	8	22	29	19	6	32	14	55	12

Table 6: Item Analysis for Bumba Primary School

The results of the post-test in secondary schools showed some improvement over the pre-test results. The mean and standard deviation increased by 0.5 and 0.6 respectively as shown below. The item analysis also showed that there was some improvement in the post-test scores although the difference seemed small.

	<u>Pre-test</u>			<u>Post-test</u>		
Form 1	Mean	=	15.1	Mean	=	15.6
	Standard deviation	=	2.9	Standard deviation	=	3.5
Form 3	Mean	=	15.7	Mean	=	17.9
	Standard deviation	=	2.6	Standard deviation	=	3.1

The item analysis table shows a remarkable improvement in the performance of Form 3 students. Form 1's performance on the other hand shows not much significant improvement. The administration of the test and perhaps the attitude of the class teacher might have contributed to this result. During the data collection exercise, the class teacher was busy with Malawi School Certificate Examinations and it appears her involvement in the examinations might have affected her performance in the AIDS Education Materials exercise.

Ques.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
F1 Pre	8	18	52	25	36	19	7	7	2	6	3	10	5	3	14	12	30	24	16	22
Post	6	20	52	20	42	20	5	17	2	5	3	11	8	1	12	11	32	22	14	21
F3 Pre	8	10	24	10	12	12	2	7	3	1	1	2	3	1	9	26	9	15	5	8
Post	1	1	3	2	3	3	1	1	1	0	0	1	1	0	1	1	5	5	0	2

Table 7: Item Analysis for Forms 1 and 3

CONTENT ANALYSIS

STANDARD ONE

UNIT 1

- Pupils book has no title for Phunziro 1. Suggested title "EDZI NDI CHIANI".

Level of difficulty: Easy

Time: Adequate - One period of 30 minutes was found adequate.

Teaching and Learning Aids:

- . Charts are not easy to make particularly when there is no proper charts.
- . Not all teachers can draw clearly the diagrams from the book.
- . Hence provide chart work. Else use of pupils book for reference to drawing would be adequate.

Reference Materials: No need of additional reference materials. The teachers guide and pupils book have adequate information for the grade level.

Illustrations:

- . The AIDS patients in diagram 3 on page 2 should look thinner.
- . The patient on the bed should look clearer.

Language: The language in pupils book is appropriate. Teachers guide has the problem of presentation. It does not refer to the pupils' book.

Content: Adequate.

UNIT 2

- The pupils book should be paginated.
- What does 'IZI NDI ZISANU' refer to? As the phrase is referring to the ways through which AIDS is spread, there should be a proper introductory sentence to refer to that.
- 'Jambulani mukope lanu' - What should they draw?
- Make the whole page more clearer.
- Label all the diagrams.

- 'KODI NDI BWINO KUBWELEKANA LEZALA' - This should not be in block letters and it should not be underlined. It is just one of the ways AIDS is spread - it is not more important than the others. The statement appears at a wrong place in the Pupils Book.

Time: The majority of teachers indicated that because of the many illustrations the unit can be taught in two 30 minute periods.

Teaching/Learning Materials: Need to provide posters. Not easy for teachers to make posters because of scarcity of chart paper.

Language: No problem.

Reference Materials: Background Information need more explanation. The point form is not adequate. Sexual contact should be deleted in this unit. It should come in senior classes (Standard 4 and above).

Illustrations:

- . More information is required to explain what is happening at each illustration.
- . Why is the AIDS monster at the grave yard?
- . The diagram of the doctor and a patient in bed should come before the grave yard.
- . The illustration of the monster confuses some teachers and particularly pupils. They think the AIDS monster is an animal bigger than a man.

Content: Background information need more materials or explanation.

Objectives:

- . Objective 5 on page 7 of the Teachers Guide is not really an objective. Even if it were an objective it could not be achieved in one or two lessons. It could be a long term objective.

Typeface: Standard 1 books need bigger typefaces.

Assessment 5 - Page 9 Teachers Guide: This cannot be assessed in a classroom situation.

UNIT 3: T.G. HOW AIDS IS NOT SPREAD
P.B. EDZI SAPATSANA MU NJIRA IZI

The heading on the first page 'EDZI SAPATSANA MU NJIRA IZI' should be improved. The heading implies that you list njirazo.

All teachers found the topic easy.

Time: One period of 30 minutes is adequate. However, two teachers thought 2 periods of 30 minutes each would be adequate because of the dramatisation.

Reference Materials: Teachers Guide and Pupils Book are adequate.

Illustrations:

- Illustrations in the Teachers Guide are different from those in pupils books. They also tell different stories. The teachers guide does not make any reference to the pupils book as regards these illustrations.
- The second diagram in the pupils' book which illustrates that AIDS is not spread through coughing tells a dangerous story about diseases. Pupils might think coughing without covering their mouth is acceptable.
- Each illustration needs some caption.

Language: No problem.

Teaching and Learning Activities: On page 12 of the teachers guide. The heading teaching and learning activities and what is written below do not correspond. The Teachers Guide has not spelt out Teaching/Learning Activities.

Pupils Activities: Drama is difficult for Standard 1.

Assessment: Assessment Question No. 1 was already covered in Unit 2. But it cannot be assessed in a classroom situation.

UNIT 4: KUSAMALA ODWALA

- . The objective in the pupils book should be deleted.
- . The topic was easy to teach.
- . Time: A period of 30 minutes was adequate.

Teaching and Learning Materials: The teachers' guide does not spell out learning materials. Teaching and learning materials have been mixed up with teaching and learning activities. Page 13 and 14 of the Teachers Guide need to separate the two.

Reference Materials: Adequate.

Illustrations:

- Illustrations in the pupils book are different from those in the teachers guide. No reference has been made to the Pupils Book in the Teachers Guide.
- Illustrate need to be more clearer in the Teachers Guide.

Language: This is at an appropriate level.

Pupils Activities: The teachers guide does not say what pupils should do during the lesson. Pupils should carry out some of these activities.

Content: This is adequate.

Comment: The teachers guide should make reference to the pupils book.

UNIT 5: SOCIAL IMPLICATIONS OF AIDS

- . There is no Chichewa heading reflecting social implications of AIDS.
- . Sewero lo samala odwala should go to Unit 4.
- . Unit 5 should start on page 11 of the pupils book (note - pupils books are of different versions; one version is paginated, the other is not. Include some introductory remarks at the beginning of the unit.

Topic: Easy to teach.

Time: One period of 30 minutes is adequate.

Teaching and Learning Materials

- . These are supposed to be posters depicting various activities that people do.
- . The teachers guide should mention these and say how teachers will use them. The T.G. should also refer to the pupils book and say what the teacher should do.

Reference Materials: Pupils Books and Teachers Guide adequate.

Illustrations: Page 12 The couple going to church should include some children. Office and 'ukwati' diagrams should be deleted - they do not depict what women do at home.

Content: Appropriate.

Delete sewero and paragraph one. These do not appear connected to the topic.

Pupils Activities: The teachers guide does not mention learning activities. What is under Teaching and Learning Activities does not appear to reflect what is in the topic adequately. It should be deleted and appropriate learning activities should replace it.

STANDARD TWO

UNIT 1: WHAT IS AIDS

The following are observations by the teachers:

- . The topic heading AIDS NDI CHIANI not there on the first page.
- . An introductory paragraph in the pupils' book is required which should connect to the play that follows.

Unit: Easy to teach.

Time: One period of 30 minutes appear adequate. However, two teachers thought two periods of 30 minutes each would be better.

Teaching/Learning Materials: The teachers' guide does not mention what materials are required. A drawing of an AIDS monster is what is on the section of the T/L materials.

Reference Materials: Pupils' Book and Teachers' Guide adequate.

Illustrations:

- . The AIDS monster causing some concern among pupils.
- . Some pupils questioned whether in fact AIDS is an animal or a fish or a bird.
- . Need to change the representation of AIDS as you go to higher classes.

UNIT 2: KODI EDZI IMAFALA BWANJI

- . Need for an introductory paragraph at the beginning of the unit. This should connect to the discussion that follows.

Level of difficult: Generally easy but chiwelewele difficult to explain in Standard 2. Pupils generally too young to understand the concept.

Time: Generally a period of 30 minutes was seen by the majority to be adequate. However others suggested two periods of 30 minutes each.

Teaching/Learning Materials: Not easy for the teachers to make suggested charts. These should be provided.

Reference Materials: Pupils Book and Teachers Guide adequate.

Illustrations: No problems.

Content:

- . The dialogue in the pupils explain only one method through which AIDS is spread - Rezala.
- . Include other ways.
- . The background information in the Teachers Guide gives four ways. Some of these should also be mentioned in the pupils book.
- . Sexual contact, blood to blood contact, pregnant woman, through use of infected objects, razars, needles, etc.

UNIT 3: HOW AIDS IS NOT SPREAD

The heading of this unit should stand out on its own. The text should start with an introductory paragraph.

Level of Difficulty: Easy

Time: One period of 30 minutes was generally seen as adequate. However a few teachers thought 2 periods would be better.

Teaching and Learning Materials:

- . Posters were not available and the majority of teachers cannot make them even if the materials for making posters were available.
- . Provide posters.

Reference Materials: Pupils Book and Teachers Guide adequate.

Illustrations: These were okey in both Teachers Guide and Pupils Book.

UNIT 4: KUSAMALA ODWALA

The following are the observations:

- . Delete the objectives in the pupils' book.
- . The topic was rated easy.

Time: Generally one period of 30 minutes was mentioned to be adequate but a few teachers thought two periods of 30 minutes each would better.

Teaching and Learning Materials:

- . No posters were provided.

. Provide posters.

Reference Materials: No need if the Teachers Guide and Pupils Book have adequate information.

Illustration: No problem. The Grave on the last page should be diagram 3. Kuona Odwala 2. Edzi ndi Matenda 1.

Language: In the teachers' guide background information. The following words caused some problems. Portray, resignation and depression. Teachers were not able to explain these words properly.

Content: This unit is sketchy in the pupils book. There is need to provide more information for the pupils to read.

Comments:

. The teachers guide should make reference to the pupils book.

STANDARD THREE

UNIT 1: WHAT IS AIDS?

Level of Difficulty: Easy topic for both teachers and pupils.

Time: Adequate - Two periods of 35 minutes were found adequate.

Teaching and Learning Aids:

- . Charts where to draw illustrations were difficult to find.
- . Recorded cassettes on AIDS with songs and talks should also be provided.
- . Newspaper cuttings on AIDS related to the lesson would also be an asset.

Reference Materials:

- . No problems, but it would be advantageous to the teacher if reference materials were also provided.

Illustrations:

- . Pictures showing a cross-section of society is not easy to use because pupils cannot tell the type of people.
- . Illustrations are clear, i.e. on pages 2 and 3; but are wrongly placed in Topic 2 which discusses how the various diseases including HIV attack the body.
- . No chart showing viruses attacking cells. This should be included.

Language: No problem - the language used in both the teacher's guide and pupils' book is okay.

Pupils' Activities: No problems faced.

Content of Materials:

- . Difference between HIV and AIDS needs clear explanation.
- . The material just defines AIDS but does not say that AIDS has no cure which should be stated.

Any Other Comments for Topic One:

- . Objectives on protection from AIDS does not fit in topic 1 but perhaps in Topics 2 or 3.
- . The content in topic 1 must spell out that AIDS kills and that there is no known cure for AIDS.
- . Pages 2 and 3 of pupils' book show how AIDS destroys the body's immunity but do not define AIDS and its cause.

- . Overall, it is also being suggested that the materials should be well bound, perhaps in a book form with a hard cover.

UNIT 2: HOW AIDS IS SPREAD

Level of Difficulty: Topic 2 is quite okay for both teachers and pupils.

Time: Overall, it is felt that the suggested time is adequate. However, the Teachers Guide should show estimated time allocation clearly.

Teaching and Learning Aids:

- . Charts for drawing pictures of how AIDS is spread were difficult to find. Perhaps the Health Education Unit should send as many charts and other materials as possible to schools for use by teachers and pupils.

Reference Materials:

- . At this level, the teachers guide has got adequate materials.

Illustrations:

- . Illustrations are okay, but a few more additions could be drawn e.g. a nurse/doctor injecting a patient, brushing teeth (all these in the pupils' book).
- . The MONSTER need to be replaced by some known creature.

Language:

- The language is okay, except for the word SCARIFICATION which should be simplified or explained in Chichewa.

Pupils Activities:

- No serious problems. But on p. 23 in the teachers guide one role play would suffice e.g. needles and piercing ears and tatooing. Thirty-five (35) minutes period is not enough to do 3 play roles.

Content of Materials:

- It is generally felt that the content of materials is fine.

Any Other Comments:

- Some teachers felt uneasy mentioning the issue of sex (chiwerewere). But, since there are older boys/girls who need this type of information at this level, it is important that it must be taught.

- There were questions concerning scissors, sponges and wash stones which should be explained in the revised materials as whether or not they play a key role in spreading AIDS disease.

UNIT 3: HOW AIDS IS NOT SPREAD

Title: The title of the topic in pupils book is missing or was forgotten.

Level of Difficulty:

- . The level of difficulty is appropriate. Pupils were also very eager to know more about how AIDS cannot be spread.

Time:

- . Adequate i.e. at least 3 periods - but there's need to indicate as to how many periods each unit (or topic) should be covered.

Teaching and Learning AIDS:

- . Posters need brief explanation.
- . Charts for drawings are difficult to get.
- . Pictures in materials of the pupils' book are very small.

Reference Materials

- . Will be difficult to use by teachers who have not attended orientation.

Illustration

- . Those in the pupils' book should have captions or explanations, e.g. on p. 7.
- . In pupils book illustrations are fewer than in the teachers guide perhaps add sleeping in one room, borrowing clothes, etc.

Language:

- . There are no problems with language.

Pupils Activities:

- . Should be related to those suggested in the Teachers Guide.
- . Apart from this weakness, pupils were very enthusiastic to act out activities which demonstrate ways in which one cannot get AIDS e.g. playing together, eating together and exchanging clothes.

Content of Materials: Is quite adequate.

Any Other Comments:

- . Pupils book should indicate titles of topics e.g. Phunziro 1 - Matenda a Edzi.

- . Background information in teachers guide to be presented in step by step manner e.g. introduction, body, conclusion.
- . Overall the pupils were very interested in the lessons because they wanted to know how AIDS is not spread.

UNIT 4: HOW TO CARE FOR PERSONS WITH AIDS

Level of difficulty: Easy

Time: One period of 35 minutes is adequate.

Teaching and Learning Aids

- Some teaching and learning aids e.g. posters were not available. Otherwise quite adequate.

Reference Materials:

- . There were some problems with reference materials. It was felt that Background Information which is given in the teachers guide is not enough.

Illustrations:

- . Illustrations are okay only that they need numbering and title.
- . The illustrations on the page just before p. 26 in the teachers guide should also be included in the pupils book.

Language

- . Clear and straight forward. In the teachers guide the English used is appropriate.

Pupils Activities:

- . Adequate and suited to the level of the pupils.
- . Pupils participated well in role play on visiting the sick.

Content of Materials

- . Okay only that the background information on How AIDS is not spread is not adequate.
- . However, the role play and accompanying songs are very exciting to the pupils.

Additional Comments

- . Pupils were very interested and enjoyed the lessons especially when they did role play of visiting the sick.
- . On the question of FORMAT, it is being suggested that the final book should be bound and have a hard cover.

UNIT 5: SOCIAL IMPACT OF AIDS

- . The title for this unit should be on a new page and not mixed up with the materials of Unit 4.
- . The title "Phunziro 6" on page 11 in the pupils book is misleading and should therefore be deleted.

Level of Difficulty: Average.

Time

- . The suggested time of 35 minutes is adequate.

Teaching and Learning Aids

- . Adequate and relevant.

Reference Materials: No problems.

Illustrations

- . Okay, but should be more clearer, especially in the Pupils' Book.

Language: No problem.

Pupils Activities

- . The activities are quite suitable considering the level of pupils.

Content of Materials

- . The additional unit on page 12 of the pupils book entitled "ZIDA ZOGWIRIRA NTCHITO" is confusing and is not included in the teachers guide. It must not be included in the materials.

STANDARD FOUR

UNIT 1: WHAT IS AIDS

- Pupils book has no title for Lesson 1. Suggested title is "EDZI NDI CHIYANI?"

Level of difficulty: Easy.

Time: Time of 35 minutes period was not found adequate. Two periods are suggested for this unit.

Teaching and Learning Aids:

- . There is need to provide schools with charts that can easily carry the message across in a simplified form. Teachers had problems to draw charts since schools did not have paper.

Reference Materials:

- . No need to provide additional reference materials. Both the teachers guide and pupils book have adequate information for the grade level.

Illustrations:

- . The teachers guide (pages 27 & 28) has no HIV sketches/diagrams.
- . The sketch after p. 28 showing a cross-section of society should also include school girls and boys.
- . On page 2 in the pupils book illustrations are not clear.

Language:

- . The language in the pupils book is quite appropriate.

Pupils Activities:

Just adequate, but more could be added.

Content of Materials

Adequate, except that objective No. 4 on page 20 in the teachers guide does not correlate with the content.

Additional Comments:

- . Overall pupils were very interested in the subject matter as they found the lessons to be very helpful indeed.
- . The words "CHIGOLOLO" and "CHIWEREWERE" were used interchangeably. Perhaps at this lower level the use of the word "CHIGOLOLO" should be used rather than chiwerewere.

UNIT 2: HOW IS AIDS SPREAD

- . The background information in the Unit is adequate.

Level of difficulty: Average for both teacher and pupils.

Time: The suggested time is adequate.

Teaching and Learning AIDS

- . There is need for larger/wider sheets for pictures and diagrams.

Reference Materials

- . There is need to have more reference materials in the form of charts.

Illustrations

- . The illustrations on How AIDS is Spread are missing in the pupils book (see between pages 30 and 31 in the teachers guide).

Language

- . No problems except that some teachers prefer to use the word CHIWEREWERE to CHIGOLOLO.

Pupils Activities

- . Adequate, except that on top of page 4 pupils are asked to answer a question which is not given on the page (i.e. question is missing).

Content of Materials

- . Adequate and appropriate at Standard 4 level. Further, teachers feel that the materials are very informative indeed.

Additional Comments:

- . Mother to child transmission is difficult to be comprehended by pupils at this level. Further, the picture of a pregnant woman on page 4 could be left out. It did not mean anything to the pupils.

UNIT 3: HOW AIDS IS NOT SPREAD

Level of Difficulty: Easy

Time: Adequate.

Teaching and Learning Aids

- . Suitable but more aids should have been included in the booklet.

Reference Materials:

- . No problems with reference materials.

Illustrations

- . No problem except that more illustrations from the teachers guide (between pages 24 and 25) should be included in the pupils book, too.

Language

- . Easy and clear.

Pupils' Activities

- . The suggested demonstrations and dramatisation were all right.

Content of Materials

- . Suitable and easy to understand.
- . Pupils were more interested in knowing ways that do not transmit HIV.

Additional Comments

- . Since teachers have problems drawing diagrams on the board, perhaps schools should be provided with posters.

UNIT 4: HOW TO CARE FOR PERSONS WITH AIDS

Level of Difficulty: Easy.

Time: One period was not adequate. But at two schools the teachers took 2 periods to cover this unit.

Teaching and Learning Aids:

- . Available, but in some schools there's need to provide larger/wider sheets for pictures/diagrams.

Reference Materials:

- . Teachers' Guide should contain more information on p. 33 similar to the pupils book (pages 8 and 9).

Illustrations

- . Illustrations should be numbered. Please make reference in pupils' book by page.
- . There is need to show a person who is healthy and strong and latter as a patient; show him thin.
- . On page 9 in the pupils book, the picture on the caring of the sick is not clear.

Language: Easy.

Pupils Activities: Adequate.

Content of Materials

- . Adequate. Pupils were very interested in this lesson because they are naturally always afraid of AIDS patients.

UNIT 5: SOCIAL IMPACT OF AIDS

Level of Difficulty: Easy. Pupils followed the content and activities without problems.

Time: 35 minutes are not enough for class activities. More time is also needed for preparations.

Teaching and Learning Materials: No problems.

Reference Materials: No problems, enough from teachers guide and pupils book.

Illustrations:

- . The illustrations should show more children than adults. The diagrams are not clear on pages 11 and 12. The last picture on page 12 of the pupils book is not appropriate.

Also on page 13 there should be people buying and selling farm produce, etc on the market.

Language: No problems.

Pupils Activities: Adequate, e.g.

- . songs portraying the dangers of AIDS.
- . Role-play showing effects of AIDS on the family.
- . The activities were suitable to the level of the pupils.

Content of Materials

- . Okay, but it must be indicated in the pupils book that the activities being done result into financial progress of the family or community.
- . But some teachers found it difficult to relate how AIDS can affect the family/community/nation's economy.
- . Content should also be given in the pupils book.

Additional Comments

- . Role-play should be well planned.

- . Time allocation should be specified in the Teachers Handbook.
- . Finally, it was interesting to note that pupils were very eager with the subject matter because they wanted to know what to do when one of the family member has AIDS or died of AIDS.
- . All illustrations in the teachers guide have no page numbers.

STANDARD 5

The following are our observations and teachers comments for this class.

UNIT 1: INTERPERSONAL RELATIONS.

Level of difficulty: Difficult because of the language not appropriate for the grade level.

Time: Two periods of 35 minutes each adequate.

Reference:

- . Pupils book and teachers guide provide adequate information.

Illustrations:

- . Illustrations should perhaps be numbered.
- . Generally illustrations are clear and appropriate.
- . The illustrations of the father building a shelter is not realistic - few fathers if any build brick houses; but a realistic responsibility of the father, include one illustration for boys.

Language

- . This is the major problem for Standard 5. Nearly all teachers have indicated language as the main barrier to learning this topic.
 - main heading, page 3 pupils' book "interpersonal" is a difficult word.
 - Other difficult words and phrases:
 - roles and responsibilities
 - peer group
 - identify relationships
 - responsibilities

It should be remembered that Standard 5 is a transition class. Chichewa was a medium of instruction in the first four classes. English becomes a medium of instruction in Standard 5. The written language must be simple for both the teachers and pupils.

- . The objectives in both pupils book and teachers guide are not in the appropriate language for the grade level.
- . Background information T.G. page 6
The following are the duties of:

(a) Father: Looks after the whole family, buys clothes and food for both children and mother.

(b) Mother: Looks after the children, cooks food, washes clothes, cleans the house and buys food, etc.

T.G. page 7: Words such as professional, traditional, political, leadership are difficult for Standard 5.

Pupils Activities:

The teachers suggest two activities:

- story telling - what stories?
- singing - which songs?
- learning activities are not adequate.
- include role playing.

UNIT 2: COMMON DISEASES

Level of difficulty: Easy.

Time: Two periods of 35 minutes each adequate.

Teaching/Learning Aids: Charts not available. However teachers and diagrams in the books.

Reference Materials: T.G. and P.B. adequate.

Illustrations:

- Illustrations appear in the teachers guide only.
- In the absence of charts it is difficult for the pupils to see the diagrams.
- Include a child or school pupil in the diagram.

Language:

- . Language is the main problem for Standard 5. The following words are difficult for Standard 5:

communicable
non-communicable
incurable
STD

- . Generally the language should be simplified for Standard 5. Use simple sentences and phrases.

UNIT 3: WHAT AIDS IS

The heading should read "WHAT IS AIDS".

Level of Difficulty: Generally easy except for the language.

Time: Two periods of 35 minutes are adequate.

Teaching and Learning Aids: Charts required.

Reference Materials: P.B. and T.G. adequate.

Language:

The following were found to be difficult:

- . Research, vaccine, Diagnose
- . Ability, symptoms - need explanation pp. 12, 13.
- . 'world-wide epidemic' p. 14.
- . Use simple language and short sentences.
- . Where there are technical terms define them in simple terms in the teachers guide.

Illustrations:

- . Illustrations on page 15 of T.G. have no caption.
- . Number all illustrations.

Content: Appropriate.

UNIT 4: HIV AND THE IMMUNE SYSTEM

Level of difficulty: Easy.

Time: Two periods of 35 minutes each adequate.

Teaching and Learning Aids:

- Charts shown on page 18 of teachers guide were not available.
- Charts 1 and 2 difficult to comprehend for both pupils and teachers.

Reference Materials:

- . More detailed information on Charts 1 and 2 of page 18 of teachers guide. These are difficult diagrams to understand.

Illustrations

- Label clearly diagrams on pages 14 to 17 in the pupils' book. Indicate by arrows which are red cells and which are white cells.

- Number the diagrams.

Language

- Define technical terms in simple language.g. immuno deficiency - means the body is no more able to fight against diseases.
'Ability to fight' is difficult phrase for the grade level.
Page 18 pupils book.

Pupils Activities: Adequate.

Comment: Assessment questions 1, 2 and 4 are difficult for Standard 5 pupils.

UNIT 5: SIGNS AND SYMPTOMS

Level of difficulty: Easy except for technical terms.

Time: One period of 35 minutes adequate.

Teaching and Learning Aids:

- Diagrams in P.B. and T.G. were not available.
- Provide charts.

Reference Materials:

- . T.G. and P.B. provide sufficient information.

Illustrations:

- . In T.G. page 21 captions should go under each diagram.
- . In P.B. page 20 centralise diagrams and captions should be written under each diagram.

Language:

The following were mentioned as difficult words:

- signs and symptoms.
- persistent
- significant
- prolonged page 20 T.G.

UNIT 6: MODES OF TRANSMISSION OF AIDS

Level of difficulty: Difficult because of the language used.

Time: Two periods of 35 minutes each were not considered adequate.

3 periods was suggested.

Teaching and Learning Aids

- Charts were not available. However, pupils used diagrams in both the T.G. and pupils book.
- Need to provide posters since the majority of teachers cannot make the required posters.

Content: Adequate.

Illustrations:

- Illustrations are clear and appropriate.
- Since they are many some kind of a numbering system should be introduced.
- In P.B. page 23 there is some numbering system of the illustrations.

Language:

- . Generally language is difficult.
- . The very heading MODES, TRANSMISSION is difficult for the pupils. The title for instance might read 'HOW AIDS IS PASSED FROM ONE PERSON TO ANOTHER'. Also

The following are the ways through which AIDS is passed on from one person to another.

- . Sexual intercourse.

UNEASY TO TEACH

Some teachers felt uneasy to mention the following:

- sexual intercourse
- vaginal fluid
- semen

Situation will change as teachers become used to talking about these words in class.

UNIT 7: PREVENTION OF AIDS

Level of difficulty: Difficult because of language used.

Time: Needs two periods because of the role play.

Teaching and Learning Aids

- . No posters were available. Difficult for the teachers to make posters.
- . Need to provide posters.

Illustration:

- . Diagrams on pages 29 and 30 in pupils book need some captions.

Language

Some difficult words are as follows:

- multiple sex
- abstinence
- transmitted
- risky
- transfusion

Define these words.

UNEASY TO TEACH

The use of the condom was difficult to explain to pupils some which were very young.

UNIT 8: CARE FOR HIV INFECTED PERSONS AND AIDS PATIENTS

Level of difficulty: Difficult to comprehend.

Time: Two periods of 35 minutes each are adequate.

Teaching and Learning Aids:

- . Chart to be provided.
- . Teaching and pupils used diagrams in the T.G. and P.B. respectively.

Reference Materials: Teachers guide and pupils book adequate.

Illustration:

- Page 33 and 34 of the pupils book.
- Illustrations need caption and number them.
- Page 34 T.G. captions should be below the diagrams.
- Pages 33 and 34 diagrams should be numbered.

Language

The following words and phrases were found difficult for Standard 5 pupils:

- psychologically
- physical
- moral
- spiritual support
- eliminate unnecessary fears
- nutritious foods

- e.g. Page 34: We can care for AIDS patients by giving them good food, plenty of fluids, clothes and a place where to sleep.

UNIT 9: SOCIAL AND ECONOMIC IMPACT OF AIDS

Level of difficulty: Average difficulty because of language.

Time: Three periods of 35 minutes each would be adequate.

Teaching and Learning Aids

- Charts needed. Teachers cannot draw all the diagrams which are in the teachers guide.

Reference Materials:

- Teachers guide and pupils book adequate.

Illustrations

- Caption on the illustration from pages 39 to 41 in the T.G. should be below the illustrations. The illustrations should be numbered.
- Similarly in the pupils' book illustrations should be numbered.

Language

- Some of the difficult words have already been mentioned earlier, however, in this unit there are the following.
- Economic importance.
- Economic impact.
- Aspirations (T.G. page 42).

Content

- Content appropriate. But need some reorganisation.
- In pupils book page 37: The sentence or question beginning with 'How will the presence ---- should form part of the exercise at the end. Similarly on page 39 all the questions should perhaps be part of the exercise at the end.
- Some of the questions can form a discussion exercise. Let pupils discuss among themselves.

Pupils Activities: Adequate.

STANDARD 6

UNIT 1: INTERPERSONAL RELATIONS

The Preamble (introduction) provides very useful information and guideline for the teacher on how best to teach this subject matter.

Level of Difficulty: Easy. Some of the content is taught in Civics.

Time: Time allocated was limited. Three periods would be adequate to allow adequate time for role-play and discussions.

Teaching and Learning Aids:

- . No problem, except that chart paper and pentel pens were difficult to get.

Reference Materials:

- . No problem for both teachers guide and pupils book were adequate and quite helpful.

Illustrations:

- . No problem. The illustrations in the pupils book for this Unit are adequate and useful.
- . Diagrams on page 5 of pupils book need to be improved.

Language

- . Difficult for the pupils but no problems for the teachers.
- . Words like "Roles" and "Responsibilities" in English need to be explained to pupils.
- . Role-play was done in Chichewa although pupils understood English.

Pupils Activities

- . No problem. The role-plays are also clear and self explanatory.

Content of Materials:

- . Adequate with more emphasis on peer groups. In addition a variety of "Roles" and "Responsibilities" of members of the community should be given instead of just giving white collar jobs as on pages 5 in the pupils book.

Additional Comments:

- . No change is required of content.

- . Pupils showed great interest in the lesson. Learning the role of family members was liked too.
- . Extended family need to be mentioned since this is part of the society's norm of conduct as some children often stay with uncles or grand parents.
- . The final documents should be well bound.

UNIT 2: COMMON DISEASES

Level of difficulty: Average. Pupils had difficulties in understanding some of the materials.

Time: The suggested two (2) periods is adequate.

Teaching and Learning Aids

- . Enough. No problems since some materials were used from Health Education References, etc.

Reference Materials: No problem.

Illustrations:

- . No problem, except that the diagrams that appear soon after page 10 in the teachers guide should have some explanations. Diagrams should be improved too.

Language

- . No problem since pupils are already familiar with the diseases taught.
- . New words should be fully explained e.g. incurable, communicable.

Pupils Activities:

- . No problems though pupils were rather shy to mention sexually transmitted diseases.

Content of Materials:

- . More examples are needed on the non-communicable diseases.

UNIT 3: WHAT IS AIDS

Level of difficulty

- . Average. Pupils had difficulties to understand the abbreviations of AIDS and HIV.

Time: No problem.

Teaching and Learning Aids

- . No problems. But as mentioned earlier on chart paper and pentel pens are difficult to get.

Reference Materials

- . There is need for other reference materials, maybe from hospitals.

Illustrations:

- . On pages 12 and 13 in the pupils' book the diagrams are okay only that they need numbering.
- . Also the illustrations should reflect the content and must be at the right place (or position).

Language:

- . Heredity to many pupils is a difficult word. Generally, pupils understand this level of English but they cannot speak fluently so as to participate well in discussions.

Pupils Activities: Okay.

Content of Materials:

- . Adequate. No need to change materials in this unit.

Additional Comments

- . Pupils showed great interest. They were keen to learn the truth about AIDS; a disease they have been hearing about.

UNIT 4: HIV AND THE IMMUNE SYSTEM

Level of difficulty: Average difficulty for the pupils.

Time: Adequate; including for role-play, otherwise two periods only should be recommended.

Teaching and Learning Aids: No problems; but there was no chart paper. Otherwise the diagrams in the books are clear.

Reference Materials:

- . No problems. But in future the booklets should have a list of reference books included or bibliography.

Illustrations:

- . There is need to label the flow of the diagrams e.g. 1, 2, 3, etc. for easy reference. The white cell in the diagram seem not to move.

Language:

- . No problem - by this time pupils were used to the terminologies of AIDS.

Pupils Activities

- . Adequate.

Content of Materials

- . No problems - content and objectives relate well.

Additional Comments

- . The evaluation questions have been well formulated and are in line with the objectives of the unit.
- . Pupils were very interested in the lessons because they wanted to know how our defence system is destroyed leaving us hopeless from disease attack.

UNIT 5: SIGNS AND SYMPTOM OF AIDS

Level of difficulty: Easy.

Time: The suggested two (2) periods is adequate.

Teaching and Learning Aids:

- . No problems. Adequate from teachers guide and pupils book. Chart paper is required for drawings.

Reference Materials

- . No problems.

Illustrations

- . Clear and adequate. But in the teachers guide, those between pages 17 and 18 should be labelled and numbered or have a brief description of each.

Language: All right for the level.

Pupils' Activities: No role-play rashes and to demonstrate swollen glands.

Content of Materials:

- . Enough, both in teachers guide and pupils book. The content is also suitable for the grade level.

Additional Comments:

- . Pupils were very interested in signs and symptoms and others gave examples at home. The teacher had to warn them not to make conclusions on any such symptoms.
- . The picture of a man with swollen glands in the teachers handbook should be included in the pupils book where it has been omitted.

UNIT 6: HIV TRANSMISSION

The titles in the two books i.e. teachers guide and pupils book are worded differently.

Level of difficulty: Easy.

Time: The suggested two (2) periods is adequate.

Teaching and Learning Aids: No problems.

Reference Materials: No problems.

Illustrations

- . They are good and clear, but require numbering and brief descriptions - particularly the teachers handbook between pages 20 and 21.

Language:

- . No problem - but had difficulties with pronunciation of certain words.

Pupils Activities: No problem.

Content of Materials:

- . HIV transmission should have its own topic and ways in which AIDS is NOT transmitted a separate topic.

Additional Comments:

- . The mode of pupils' assessment suggested in the guide is appropriate.
- . Some of the methods of AIDS transmission are difficult to explain to the pupils, e.g. infected parents (mother) to child was a difficult concept to be easily understood by pupils.

UNIT 7: PREVENTION OF AIDS

The titles in the pupils book and teachers guide are slightly worded differently.

Level of difficulty: Average.

Time: Adequate.

Teaching and Learning Aids: No problem.

Reference Materials: No problems.

Illustrations:

- . Good - but require numbering in teachers guide particularly on pages between 23 and 24.
- . The diagrams need to be improved too.

- . More diagrams from the teachers guide should be incorporated in the pupils book on the Presentation of AIDS.

Language:

- . Some words were difficult to be easily comprehended by pupils e.g. abstinence, risk behaviours.

Pupils Activities:

- . Good and adequate. A visit to the Hospital to see some of the objects.

Content of Materials:

- . Adequate. But more convincing information should be provided on the controversial question of why a mosquito does not transmit HIV and yet it sucks blood, perhaps the information should be based on research work.

Additional Comments:

- . Demonstration on the use of CONDOMS should be deleted. Teachers felt very uneasy explaining the use of condom before sexual intercourse.

UNIT 8: CARING FOR HIV INFECTED PERSONS AND AIDS PATIENTS

Level of difficulty: Easy.

Time: The suggested time of two (2) periods for this unit is adequate.

Teaching and Learning Aids: No problems.

Reference Materials: No problems.

Illustrations:

- . Some of the illustrations in the teachers guide should be put in pupils book e.g. shaking hands (between pages 27 and 28).

Language:

- . No problem, except for a few words e.g. psychological changes, moral values, (see p. 24 of teachers guide) which should be simplified.

Pupils Activities: Adequate/no problems.

Content of Materials: Good and adequate.

Additional Comments:

- . The pupils book to include more illustrations e.g. bathing together/shaking hands.

- . Pupils were very interested in the lessons because they wanted to know how one can take care of the AIDS patients.

UNIT 9: THE IMPACT OF AIDS

Level of difficult: Easy, pupils were able to say what the three groups of society do in terms of country's economy and how AIDS can affect the economy of country.

Time: The suggested time of 4 periods is too much for this Unit. Perhaps two (2) periods are enough.

Teaching and Learning Aids: No problems - suitable.

Reference Materials: No problems.

Illustrations:

- . No problems, but more diagrams from the teachers guide (from page 30) should also be included in the pupils books with short descriptions.

Language: No problems, though words like morals, social values, economy, human resources indeed need to be simplified.

Pupils activities: Enough/suitable.

Content of Materials: Clear and adequate.

Additional Comments

- . It is being suggested that the books should be separated and not Standards 5-8 in one book.

FORM 1

UNIT 1: WHAT IS AIDS

- Use the same heading in both the pupils book and teachers guide. Use the word topic or unit.

Level of Difficulty: Majority consider the topic easy.

Time: No time is suggested by the teachers guide. But teachers feel three (3) periods of 40 minutes each.

Reference Materials: Pupils book and teachers guide adequate but no harm in reading available literature on aids if available.

Language: The following words should be explained:

- engulf
- miniature
- pathogen

Comments:

- Page 7 of the pupils book: The paragraph starting "Thanks very much" should be deleted. A new scene starts. Provide some introduction.

UNIT TWO: AIDS TRANSMISSION AND RISK BEHAVIOURS

Level of Difficulty: Teachers and pupils found the topic easy.

Time: The teachers guide does not suggest the number of periods for this topic. However, teachers think three (3) periods of 40 minutes would be adequate.

Teaching and Learning Aids:

- Charts were not available. However, pupils used diagrams in their books.

Reference Materials: Teachers guide and pupils book provide adequate content for the grade level.

Illustrations: Illustrations in the pupils book pages 12 to 15 are different from those in teachers guide page 10. Illustrations in the teachers guide would be useful if they were also put in the pupils book.

Language:

- Language for forms 1 and 2 is all right. Perhaps only for a few words, some of which are as follows: abstinence, monogamous, screened, sterilised.

Pupils Activities: Adequate.

Content: Sufficient.

Comments: Pupils enjoyed the lessons.

UNIT 3: PREVENTION OF AIDS

Level of Difficulty: The teachers considered the topic easy.

Time: Two (2) periods of 40 minutes each was found adequate.

Teaching and Learning Aids: Posters, pamphlets, films, videos and audio cassettes and other audio visual materials were not provided. An attempt should be made to provide at least some of these materials.

Content: Sufficient for the class level.

Reference Materials: Teachers guide and pupils book were adequate.

Illustrations: Both teachers guide and pupils book do not have illustrations. An attempt should be made to make some charts available so that both teachers and pupils can see and use the illustrations for effective learning.

Language: The following word should be defined 'screening'. Teachers felt it was difficult for the pupils.

Pupils activities: These were adequate.

Content: Adequate.

Comments for Book 1:

1. On page 5 the meanings of words 'acquired' and 'deficiency' were confusing and needed redefining. "It is something you are not born with" should be deleted since it is a misleading meaning of the word acquired. The sentence which reads "in short this ---- immune system" on page 5 should be deleted.
2. The following words have to be defined: signs, symptoms and pathogens.
3. Opportunistic diseases and opportunistic infections are used interchangeably on page 6.

FORM 3 (HANDBOOKS FOR FORMS III AND IV)

UNIT 1: WHAT IS AIDS

Level of difficulty: Difficulty for students - especially the difference between HIV infection and AIDS.

Time: This Unit needs 3 periods to be allocated.

Teaching and Learning Aids: No problem for schools in Lilongwe but perhaps other schools should be provided with the world map showing the spread of the disease world-wide. Charts can also help to put the message across (including Histograms).

Reference Materials: More reference materials are needed. Teachers should also be encouraged to use cuttings from Newspapers.

Illustrations: Illustrations are clear and appropriate except on page 6 of the students' book where a flow diagram should be drawn instead of the 2 pictures given which should be replaced.

Language: Very clear and self explanatory.

Pupils' Activity;

- . Adequate, but more could be added. The role-play about the immune system in Topic One in Book 1 is also quite relevant to the Form 3.

Content of Materials:

- . There is need to re-arrange the materials so that the content begins by defining what HIV is before discussing about AIDS.
- . Questions 3, 5 and 7 need to be re-worded on p. 7 the students' Book. These questions are ambiguous.

Additional Comments:

- . The lesson sparked a lot of interesting questions, e.g. Does urine contain HIV?
- . Review questions are relevant.

UNIT 2: AIDS TRANSMISSION AND RISK BEHAVIOURS

Level of Difficulty:- This Unit is of Average difficulty.

Time: Two periods are adequate.

Teaching and Learning Aids: Posters and charts should be provided or perhaps chart paper.

Reference Materials: Teachers Guide provides adequate information for the topic. Many extra reference have no materials.

Illustrations: Illustrations are needed in the Unit to help teach it better.

Also there is need to show clearly what the illustrations are depicting, e.g. on risk behaviours.

Language: Okay, though some teachers felt uneasy to teach about abnormal sexual intercourse.

Pupils activities: -

Content of Materials: Good and meets the objectives requirements. Students were able to ask a number of probing questions with so much enthusiasm. It cleared the misconceptions they had on how AIDS is transmitted.

Additional Comments:

- . cutting instruments should be added to the list of piercing instruments.
- . On page 13, mother to child chances of 30% should be explained further as well as the question of the mosquito not spreading HIV.

UNIT 3: PREVENTION OF AIDS

The wording of the titles in the Teachers' Guide and Book differ.

Level of difficulty: Easy for pupils and teachers too.

Time: 2 periods are adequate (with case studies).

Teaching and learning aids:

- . Graphs and charts mentioned in the guides were not available.
- . Condoms too were not available. The schools will need a supply of these condoms.

Reference Materials: Adequate.

Illustrations: There are no illustrations for this Unit.

Language: Clear and appropriate.

Pupils activities: Okey, and adequate.

Content of materials: Okey, and adequate.

Addition Comments:

- . some teachers felt rather uneasy to demonstrate the use of CONDOMS.
- . It is felt that the use of condoms does provide students to have sex before marriage.

UNIT 4: CARING FOR AIDS PATIENTS AND THE IMPACT OF AIDS ON THE NATIONAL ECONOMY

Level of difficulty: Average for the pupils.

Time: Suggested time is 4 periods. However, much time is spent on answering questions from students.

Teaching and Learning Aids: There's need to provide charts, posters Histograms as suggested in the Teachers' Guide.

Reference Materials: More are needed e.g. Book on Health and Newspaper cuttings on AIDS disease.

Illustrations: The graph on page 18 is good and clear.

Language: No problem.

Pupils' activities: The Unit hasn't got adequate pupils' activities, e.g. debate, role-play, etc.

Content of Materials: There is very little on the impact of the disease on the country's social, economic situation. The content should also include the inconvenience the patients make to hospitals and the cost while it is obvious that the patient will die any way.

Additional Comments: The suggested Evaluation/Assessment is quite appropriate and suitable.

UNIT 5 SOCIETY'S ROLE IN COMBATING AIDS

Level of difficulty: Easy. Students confidently participated fully to the lesson.

Time: 2 periods is adequate without including Case Studies.

Teaching and learning aids: Relevant Films, videos and other audio visual materials would be needed.

Reference Materials: Not adequate. The content on moral values in the Teachers' Guide and Students Book is not enough to enable one to meet the requirements of objective 2 in the Teachers' Guide on p. 28.

Illustrations: There are no illustrations.

Language: Paragraph 5 and 7, second part "within peer groups: should be deleted. Last sentence on p. 21 of P/B should lead "Delaying sexual contact until marriage lends to

Pupils activities: Lively discussions. But more are given in the Appendix.

Content of materials:

- . No problems. But the "CHURCH" should be added in paragraph 1 on p. 20 in P/B.
- . All the case studies and exercises are suitable for the Senior Classes.

Additional Comments;

- . Time allocation to be specified.
- . Each case study to be placed in the relevant topic unit.
- . Review question 3 on page 21 because the information in the textbook (on page 21) is not sufficient to enable a pupil to explain the influence of Peer groups on a child's character development as is given in the Teachers' Guide on p. 29 paragraph 1.
- . Mode.

Comments for Book 2:

The following comments refer to Book 2:

1. Page 4: It was decided that under sub-heading "What is Aids" the second paragraph should actually be paragraph 1 and paragraph 1 be paragraph 2 and that paragraph 1 should open with the following words: "The abbreviation AIDS stands for ----- and then paragraph 2 should continue as it is. AIDS is an infectious disease caused by ----- . So there is need to rearrange paragraphs 1 and 2.

2. Page 5: How the white blood cells defend the body. The two ways given are enough. Teachers should not go into details of how the white cells function.
3. Page 5: Diagram 1 needs to be corrected. It shows the virus already inside the cell. It should be improved by drawing more cells of equal size but with viruses outside - The box in diagram 1 should be removed because it gives the impression that at first the cells are in the blood vessel and in 2, 3, and 4 they are not.
4. Page 5: Definition of 'infection' there is redundancy. Word 'infectious' should be deleted and the definition should read - The term infection refers to entry and development of pathogens or germs in the body.
5. Page 6: Diagram conveys the wrong messages. Correct diagram should show the following stages: a) infection stage, b) asymptomatic stage, c) symptomatic stage and d) death. A flow diagram could be used. The diagram should also show the change from symptomatic stage to asymptomatic stage and back to symptomatic stage as explained in the last paragraph.
6. Page 6: Paragraph 3, last sentence should read ----- from infection to development of symptoms of aids then death.
7. Page 9: Paragraph 3, first sentence word 'produce' should be replaced with 'give birth'.
8. Page 13: Using condoms - first paragraph the word stop should be deleted and replaced with the word minimise so that the sentence reads 'If abstinence or mutual monogamy is not practised. the correct use of condoms is the only practical way to minimise the spread of aids - through sexual contact.
9. Page 13: Last paragraph - Demonstration of use of condoms - How should this be done?
10. Page 14: Paragraph 2 - Sub-Heading - word 'cutting' should be included so that it reads Skin piercing and cutting objects.
11. Page 15: Topic 4, paragraph 6, sentence 1. words 'any further' should be included so that the sentence reads - Since Aids patients have impaired immunity and are susceptible to opportunistic infections, ----- so as not to expose patients to any further infections. Delete last words - that could put them at risk.

12. Page 18: There is need for more detailed information to be supplied to teachers on the causes of variations in numbers of aids cases in the different age groups and between males and females. The teachers guide does not have this information to accompany the Histogram - Therefore there will be no consistency in the answers the different teachers will give to the questions 3 and 4 on page 18.
13. Page 21: Last paragraph, last sentence should be modified to read 'Delaying sexual contact until marriage leads to ----- word 'delaying' should be put at the beginning of the sentence, the word after should be deleted and be replaced with the word until.

TERTIARY - TEACHER TRAINING AND TECHNICAL SCHOOLS

The trialling sample included two post-secondary institutions. These were: Mzuzu Teachers' College and Namitete Technical School. The analysis that follows is a reflection of the views of the tutors who participated in the trialling of the AIDS materials in the two institutions.

UNIT 1: WHAT IS AIDS

On page 3 in the TG it was suggested that the last sentence should read: "And this is the purpose of this manual". On page 4 Teachers' Guide Activity 4 is not appropriate because later it is suggested that students should visit the hospital to see AIDS patients.

On page 5. The first sentence of the Rationale appear to define what AIDS is. It is suggested that this sentence should read as follows:

There is no medicine at present for this New Disease AIDS. Any one who contacts it is sure to die. It is for this reason that it is important -----.

Level of difficult: Easy.

Time: One period of 40 minutes is adequate.

T/L AIDS: These will have to be provided by the AIDS Secretariat or by the Health Education unit. Some colleges have video facilities and hence will need the video cassettes.

Reference Materials: Both the teachers' guide and pupils' book are too brief. Tutors used the secondary school materials for more information. This shows that some kind of reference materials are required if the materials will be used in its present state.

Illustrations: Both TG and PB do not have any illustrations. It is important that some illustrations in the form of charts, statistics showing the distribution or the spread of AIDS would assist both students and pupils.

Language: At appropriate level for the T2. The T3 have some difficulties with some technical terms e.g. immune, deficiency, etc.

Pupils' Activity: Question 2 on page 7 can only be done in some figures are provided.

Content: This is all right except that it is done how sketchy as mentioned earlier.

The materials aroused a lot of interest among the students. Assessment questions were rated appropriate.

UNIT 2: SIGNS AND SYMPTOMS ASSOCIATED WITH AIDS

Level of difficulty: Easy.

Time: One period of 40 minutes is adequate.

T/L AIDS: The AIDS Secretariat and the Health Education Centre to provide all the materials mentioned under learning materials mentioned under learning materials or page 9 of the TG.

Reference Materials: These are required because the manuals are too brief.

Illustrations: Need to provide some illustrations e.g. a fat person becoming thin because of AIDS.

Language: Generally easy.

Pupils' Activity: Please provide a few case studies.

Content: Provide some brief explanations to some signs and symptoms on page 9 of the TG and page 6 of the student manual.

Suggestions: Delete the part on visiting the hospital to see AIDS patients. Include some case studies.

UNIT 3: HIV TRANSMISSION

Level of difficulty: Easy.

Time: One period of 40 minutes.

Teaching/Learning Aids: These should be provided by the AIDS Secretariat or the Education Health Centre. Page 13 TG.

Reference Materials: Required because the manuals are not detailed enough.

Illustrations: Some illustrations showing how HIV cannot be transmitted should be included.

Language: Simple.

Pupils' Activities: Activity 2 page 13 in the TG does not seem appropriate. Time consuming. The community may perhaps be unreceptive.

Content: This is appropriate. But perhaps need more detail.

Suggestions: Add a section on Risky Behaviours in the TG and perhaps in the pupils' book.

UNIT 4: PREVENTION OF AIDS

Level of Difficulty: Easy.

Time: One period of 40 minutes was considered adequate.

Teaching and Learning Aids: Charts and posters were not available and hence need to be provided. Teachers did not understand what Anatomic models are and how to use them. Page 15 TG

Reference Materials: Teachers sought references on high risk behaviours. This section is not included in the text.

Language: Was considered to be at an appropriate level by most of the teachers.

Pupils' Activities: Were considered to be generally adequate.

Content: Objective 2 is not covered in the content. Teachers use the secondary school manual for information on this topic.

Assessment: Question 2 on page 15 of TG has no content.

Suggestions for Change: Add a section on Risky Behaviours.

UNIT 5: CARING FOR HIV/AIDS INFECTED PERSONS

Level of difficulty: The teachers noted that the topic is pitched an appropriate level.

Time: Generally teachers spent one period of 40 minutes for Activities 1 and 2 page 17 of TG. Activity 3, however, requires about two or more periods. No teacher carried out all the activities.

Teaching and Learning AIDS: Learning materials suggested on page 17 of TG were not available in all the two schools.

Reference Materials: Teachers found the two books PB and TG adequate.

Illustrations: No illustrations in the guides. Teachers thought some illustrations be included on care for AIDS patients.

UNIT 6: SOCI ECONOMIC IMPACT OF AIDS

Level of Difficulty: Teachers indicated the topic was pitched at the appropriate level.

Time: One period of 40 minutes was indicated as being adequate. However, where dramas are included then two periods of 40 minutes each would be adequate.

Teaching and Learning Materials: Data was not available for pupils to show students the distribution by age of AIDS cases.

Films, videos, publications, etc. were not also available.

Content: The poem on page 19 TG and page 15 in the pupils book was deemed not necessary. Teachers thought the information could be presented in a different way.

Learning Activities: Learning Activity 5 on page 21 was found not feasible. Teachers were not sure what to ask these people and whether the responses would be friendly.

CHAPTER FOUR

SUMMARY AND RECOMMENDATIONS

The main objective of this study was to determine the suitability of the materials at each level of education and their learnability. Teachers were asked to comment on the pedagogical and content presentation of the materials. The outcome of this study has provided very useful information to be used for revision of the materials by the AIDS Control Secretariat before the materials are incorporated into the school/college curricula.

The study also found out that both teachers and pupils/students received the materials with a lot of enthusiasm. Further, they also welcomed the idea of introducing AIDS Education in schools in Malawi as soon as possible as statistics concerning mortality from AIDS are frightening indeed.

It cannot be overemphasised that because AIDS is spreading so fast in Malawi, it poses a major threat to the future development of the country since economic advancement of the nation depends upon the healthy people. When highly qualified professionals and other potential individuals die prematurely, the effects on national development can be devastating. Worse still, increasing number of babies are being born with the AIDS virus and many thousands of children will be orphaned by it.

At the moment, the only effective weapon against the spread of AIDS is public education. That is why every person in Malawi should know how to avoid getting and spreading the AIDS virus. The prime health messages in the new AIDS Educational Materials for schools and colleges, if known about and acted on by all, could drastically reduce the future scale of this tragedy.

RECOMMENDATIONS

In the light of the findings of the evaluation contained in this report, we would like to make the following recommendations:

1. The Malawi Government, in particular the Ministry of Health in conjunction with the Ministry of Education and Culture, should be highly commended for contemplating to introduce AIDS Education in schools and colleges.
2. We recommend that enough copies of the New Revised AIDS Education Materials be printed before the implementation.
3. Where possible AIDS Education should be launched nationwide in January, 1992. But, prior to the launching, there will be need to orient all the teachers and their heads on how to handle the new AIDS Materials.

4. Inter-Ministerial effort to combat AIDS as well as co-operation with Non-Governmental Organisations (NGOs) should be encouraged and fostered.
5. Since AIDS is an incurable disease which can be passed on by sexual intercourse, by infected blood, and by infected mothers to their unborn and new born children in every society, the AIDS Control Secretariat should also consider disseminating this very important prime health messages to "drop-out" children in both rural and urban areas. As mentioned in the report above, prevention through risk-reduction education and other public health measures, is the only effective weapon against the AIDS epidemic.
6. The Ministry of Health should secure more external funds to help it mobilise its resources to fight against this dreadful killer disease - AIDS.
7. Finally, because AIDS transforms the lives of patients, their families, friends and workmates, the psycho-social impact of HIV infection should not be underestimated. Therefore, efforts to plan for the future health care needs of patients infected with HIV need to be considered.

REFERENCES

1. Ministry of Education and Culture: Education Plan 1985-1995.
2. Hugh Hawes: Curriculum and Reality in African Primary Schools, Longman 1979, pages 143-160.
3. Francis P. Hunkins: Curriculum Development Programme Improvement, Bell & Howell Company - Columbia, Ohio. 1980.

TRIAL SCHOOLS FOR THE AIDS MATERIALS

NORTHERN REGION

Primary Schools

Bumba Model School
Box 138

District

Rumphi

Mzalangwe F.P. School
P/A Mzalangwe

Mzimba

Secondary Schools

Mzuzu Government Sec. School
P/Bag 3, Mzuzu

Mzimba

Chilumba Secondary School
P/Bag 2, Chilumba

Karonga

Post Secondary Institution

Mzuzu Teachers' College
P/Bag 12, Mzuzu

Mzuzu Urban

CENTRAL REGION

Primary Schools

Chule Primary School
Box 9, Malirana

Dedza

Kawale F.P. School
P.O. Box 20044, Kawale

Lilongwe

Kaulatsitsi F.P. School
Box 63, Ntchisi

Ntchisi

Secondary Schools

Chayamba Secondary School
Box 27

Kasungu

Salima Sec. School
Box 85

Salima

Bwaila Sec. School
Box 410

Lilongwe

Post Secondary School

Namitete Technical School
P.O. Namitete

Lilongwe

SOUTHERN REGION

Primary Schools

Chiponda F.P. School
Box 41, Namwera

Mangochi

Magoti F.P. School
Box 2, Sorgin

Nsanje

Litchenza School
P/A Chimwawa, Litchenza

Chiradzulu

Secondary Schools

St. Mary's Secondary School
Box 149

Zomba

Chikwawa Sec. School
Box 5

Chikwawa

H.H.I. Secondary School
Box 65

Blantyre

Post Secondary Institutions

The Polytechnic
P/Bag 303, Blantyre 3

Blantyre

Appendix 2

RESOURCE PEOPLE FOR AIDS ORIENTATION WORKSHOP

NORTHERN REGION

- | | | |
|------------------------|---|--------------------|
| 1. Mrs. D.V. Mwalwenje | - | MOEC (Coordinator) |
| 2. Mr. D.F. Mzumara | - | Blantyre TTC |
| 3. Mr. R.J.R. Hauya | - | MIE |
| 4. | | |

CENTRAL REGION

- | | | |
|------------------------|---|-------------------------|
| 1. Mr. D.M.C. Nyirenda | - | MIE (Coordinator) |
| 2. Mr. M.S. Gulule | - | Bwaila Secondary School |
| 3. Mr. F.G. Mkandawire | - | St. Ann's F.P. School |
| 4. Mrs. E. Lemani | - | MIE |
| 5. Mr. B. Kanjala | - | MOEC |
| 6. | | |

SOUTHERN REGION

- | | | |
|-----------------------|---|---------------------------|
| 1. Mr. C.M. Gunsaru | - | MOEC (Coordinator) |
| 2. Mrs. R.C. Thombozi | - | MCDE Headquarters |
| 3. Mrs. L. Mpaso | - | Kapeni Demonstration Sch. |
| 4. Mr. H.F. Gonthi | - | MIE |
| 5. Mr. M.V.M. Chalira | - | Mzuzu Govt. Sec. School |
| 6. | | |

Note: The AIDS Secretariat will send one person for each region.

Appendix 3

DATA COLLECTION - AIDS LEARNING MATERIALS

The following were involved in field work during data collection for the Evaluation of Aids Learning Materials. The exercise started on 19th of May, 1991.

North

- | | | |
|----|----------------------|-----------|
| 1. | D.M.C. Nyirenda | MIE |
| 2. | D.V. Mwalwenje (Mrs) | MOEC |
| 3. | Werekhwe/H.F. Gonthe | MANEB/MIE |

Centre

- | | | |
|----|-----------------|-------------|
| 1. | D.R. Jere | MIE |
| 2. | E. Lemani (Mrs) | MIE |
| 3. | H.Y. Mateche | MIE |
| 4. | P.J.E. Mwanjabe | MCDE Hqrts. |
| 5. | M.M. Kamowa | MANEB |

South

- | | | |
|----|---------------|-------------|
| 1. | R. Hauya | MIE |
| 2. | J.J. Makuwira | MIE |
| 3. | M.S. Gulule | MCDE Hqrts. |
| 4. | R.C. Thombozi | MCDE Hqrts. |
| 5. | C.M. Gunsaru | MOEC |

MALAWI INSTITUTE OF EDUCATION

ASSESSMENT QUESTIONS FOR AIDS EDUCATION
Standards 5 and 7
Pre-/Post-Test

Name: Form:

School: District:.....

Date:

=====

Please tick in the box to indicate the correct answer.

- | | True | False |
|---|-------|-------|
| 1. The virus that causes AIDS is mainly passed from one person to another by sexual contact with infected person. | _____ | _____ |
| 2. Women who know they have the AIDS virus should avoid becoming pregnant because the baby might become infected. | _____ | _____ |
| 3. It is possible to get the AIDS virus from being near or touching a person with AIDS. | _____ | _____ |
| 4. The AIDS virus can be spread or transmitted by telephones, plates, drinking glasses, spoons, towels, bed linen. | _____ | _____ |
| 5. A needle or syringe can pick up small amounts of blood from the HIV infected person when they are injected, and the virus can be transmitted to another if the needle is not sterilised before being reused. | _____ | _____ |
| 6. The AIDS virus can be transmitted by mosquito bites. | _____ | _____ |
| 7. Hugging, kissing, shaking hands, coughing and sneezing will spread AIDS. | _____ | _____ |
| 8. Not everybody with the AIDS virus has become sick, but they still can spread the virus to others. | _____ | _____ |
| 9. One can always see if somebody has the AIDS virus. | _____ | _____ |

True False

10. Blood is screened for the AIDS virus in Malawi to prevent transmission when a person receives a transfusion.
11. One can get AIDS by using the same toilet with infected person.
12. It is not possible to care for AIDS patients at home.
13. Anyone can become infected with the AIDS virus.
14. A mother who learns she has AIDS virus should not continue to breast-feed her baby.
15. Everybody who has diarrhoea is infected with the AIDS virus.

MALAWI INSTITUTE OF EDUCATION

ASSESSMENT QUESTIONS FOR AIDS EDUCATION

Forms 1 and 3

Pre-/Post-Test

Name: Form:

School: District:.....

Date:

=====

For Numbers 1-6, please complete the following statements:

1. The word "AIDS" stands for_____
2. "AIDS Education" means educating school children and the general public and how to _____
3. AIDS disease can effect the economy of the country, by _____
4. Women with the AIDS virus should avoid becoming pregnant because_____
5. AIDS can be transmitted through Blood Transfusion if the blood used _____
6. Condoms are used to_____

For questions 7-11, please tick in the box to indicate the correct answer:

True False

- | | | |
|--|-------|-------|
| 7. There is a risk of contracting AIDS if you visit AIDS patients in the hospital. | _____ | _____ |
| 8. AIDS patients are cared for in hospitals, but they can also be cared for at home. | _____ | _____ |
| 9. One can get AIDS by eating from the same plate with an infected person. | _____ | _____ |

10. There is no cure or vaccine for AID at present. _____
11. AIDS affects both men and women, boys, girls and babies from around the world regardless of race. _____

Questions 12-15: HIV infection may be spread by:

12. hugging or handshaking. _____
13. learning or working together with an infected person. _____
14. having sex with an infected person. _____
15. swimming with someone with AIDS. _____

Questions 16-20: Please tick in the box to indicate the correct answer.

16. Can you always see whether a person is infected with HIV?
- (a) Yes, because she or he gets thinner and thinner. _____
- (b) Yes, because everyone with diarrhoea has AIDS. _____
- (c) No, it is not possible. _____
- (d) Yes, because everyone with TB has AIDS. _____
17. The main ways of spreading HIV are:
- (a) sexual contact; _____
- (b) blood to blood contact; _____
- (c) infected mother to her baby; _____
- (d) All of the above. _____
18. The HIV can be transmitted from an infected mother to her child:
- (a) during pregnancy or at birth; _____
- (b) at birth; _____
- (c) through breast-feeding; _____
- (d) through hugging and kissing the child. _____
- (e) through sharing food and drink with baby. _____

19. "SAFE SEX" means:

- (a) asking your sex partner whether he/she is infected; _____
- (b) taking mefloquine before having sex with a new partner; _____
- (c) staying in a mutually faithful relationship with an uninfected partner; _____

20. It is sometimes better for the AIDS patients to be cared for at home because:

- (a) traditional healers can be consulted. _____
- (b) patients need the love and support of family. _____
- (c) patients can help with family chores. _____

MALAWI INSTITUTE OF EDUCATION

Guidelines for Evaluation of AIDS Materials

DATE: _____ SCHOOL: _____ DISTRICT: _____

TEACHER: _____ GRADE LEVEL: _____

1. Please rate the ease or difficulty of teaching the materials.

Topic taught	Difficulty for pupils/teacher	Average difficulty	Easy	Comments

2. What teaching problems did you face in regards to:

(a) Time --

(b) Teaching and learning aids --

(c) Reference materials --

(d) Illustrations --

(e) Language --

(f) Pupils' activities --

(g) Content of materials --

3. Did you feel uneasy about teaching some parts of the material? Which parts and why?
4. Suggest any changes you think should be made in the materials.
5. Did the pupils seem interested in the subject matter? Why or why not?
6. Any other comments.

Interviewer: _____ Date: _____